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Universal Education—The Safety of a Republic.

VOL. XIX. ST. LOUIS, DECEMBER 9, 1886. No. 12

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VOL. XIX. ST. LOUIS, DECEMBER 9, 1886. No. 12

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AMERICAN JOURNAL OF EDUCATION

St. Louis, December 9, 1886.

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WE hope the President, in his forthcoming Message, will have the wisdom and patriotism to urge Federal Aid to Education.

There is *now* in the Treasury of the United States $439,023,740.00 belonging to the people.

See Petition for Federal Aid on page 12.

WITH this issue we close Vol. 19. We look back over these *nineteen years* of continuous editorial labor on the AMERICAN JOURNAL OF EDUCATION with unalloyed pleasure. Our only regret is that we have not made the JOURNAL stronger.

We have been able to gather and hold a few strong writers—and a great host every year have sent their money and given their personal influence to increase our circulation and scatter these writings broadcast over the whole country.

In helping this JOURNAL these friends have helped themselves. We value their good will and continued effort none the less for this. We believe that while there are one or two Educational Journals older than this, there are none which have been under one Editorial supervision and management even half this length of time.

We bring now to its work the knowledge and experience of twenty years' continuous labor, and the help and co-operation of tens of thousands of earnest men and women, who have stood by it, who believe in the value of its work and influence, and who counsel with us and contribute more largely to its circulation every year.

While there have been collisions and differences of opinion in conducting the paper, there exists no human being in the world for whom or towards whom we cherish any but the kindliest and most friendly feeling—none for whom we should not esteem it a pleasure to help up and along.

More than this, we are not only willing but anxious that those who can do better and more work, should step to the front and do it. There is always room at the top.

A dozen or more Educational papers have been started in this and other States within twenty years, with the avowed and plainly stated purpose to *break down* the AMERICAN JOURNAL OF EDUCATION, but the "*breaking down*" has all been experienced and enjoyed by others—not by us.

Vol. 20 will be stronger and better every way, if we live. Twenty years without missing a single issue, gives us a hold and a constituency that only time and faith and good work can gather. We have never made any promises, but have kept right on, working to build up a Public School system in all these States which will properly train and educate the rising generation for the duties, responsibilities and rewards of American citizenship. To this great work we hope to bring with these added years more zeal, more knowledge, and more power than ever, reaching and inspiring constantly a wider, more intelligent and more commanding constituency.

THE Public Debt Statement, from Washington, D. C., Dec. 1, reveals the *fact* that the total cash in the Treasury, as shown by the Treasurer's general account, is $439,023,740.

We are not poor!

We can spare $77,000,000 for Education on the basis of illiteracy.

See Petition on page 12, this issue.

THE National Educational Association will hold its next annual meeting in Chicago in July.

THE teacher who does not wait, but goes forward doing good things and living nobly, has and exerts a power which the community cannot fail to recognize and feel and follow.

WHEN pupils in the school and individuals in the community begin to grow better and larger, formal rules of government are less needed, and all the force of both school and society can be turned in the direction of building up and expansion, and none need be wasted on repression.

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What is to hinder Congress from appropriating $77,000,000 for Education on the basis of illiteracy?

See Petition for Federal Aid on page 12. Clip, sign, get 50 other names, and send it on to your Representative in Washington, D. C.

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WE print the law passed by the United States Senate by a majority of more than *three to one*, granting Federal Aid to Education.

Please read it carefully and get the Petition signed and sent on to your Representative in Congress early.

There is, as you see, *over four hundred millions of money* now in the Treasury belonging to the people.

LET us see to it that we let the full light of the danger which menaces us, fall upon this ignorance.

$77,000,000.

THE *necessity* for Federal Aid to Education is admitted by all who are at all familiar with the extent and danger of illiteracy in this country.

The *constitutionality* of the measure has been established by the highest legal authority in the country. There is two or three times the amount asked for—$77,000,000—idle in the Treasury and no bonds to pay until 1891.

The surplus is accumulating to the extent of over $77,000,000 every year. Let us *at once* flood Congress with Petitions to appropriate $77,000,000.

This money *belongs* to the people—not to the politicians.

If the bill passes,

MISSOURI would receive
$2,586,674,03.

ILLINOIS would receive
$1,801,616.46.

IOWA would receive
$577,532.84.

ALABAMA would receive
$5,370,848.45.

MISSISSIPPI would receive
$4,624,339.33.

LOUISIANA would receive
$3,945,051.48.

GEORGIA would receive.
$6,448,482.66.

MICHIGAN would receive.
$789,592.67.

MINNESOTA would receive
$428,060.02.

COLORADO would receive
$129,783.50.

We need county supervision.

With this appropriation we could pay competent men for this needed work.

We need to *increase* the school term to *nine* months in the year.

We ought to pay competent teachers a minimum salary of $50.00 per month at least.

For Petitions and the facts as to the necessity for Federal Aid, address THE AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo., and they will be sent at once.

THE illiterates in this country hold the balance of power between the two great political parties.

Is it quite safe to let such a state of things continue?

THE remedy for illiteracy is *longer* school terms; more schools, and more competent teachers.

These are cheap compared with the *cost* and *loss* by illiteracy.

Teachers should be able to point out these facts clearly.

ARE all the people aware of the *facts* in regard to the extent of illiteracy in this country?

Are they aware of its danger?

Our teachers should take hold and see that the people are posted on these matters.

They will then become interested in securing longer school terms and in employing and paying for competent teachers.

IS IT CONSTITUTIONAL?

THE principle involved in the Federal Aid Bill for Education has been not only established but practiced every year since this Government has had an existence. Take the Postoffice Department as an illustration.

The Goverment Postoffice Inspector F. M. Harris is reported as saying that the "number of losses through burglary or theft in the offices is surprisingly small. I account for this by the fact that there is now, in every case of loss, the strictest investigation made, and any criminality or carelessness on the Postmasters' part is sure to be brought to light.

The greatest proportion of losses is in fourth-class offices—those yielding less than $1,000 a year. This is owing, of course, to their being by far the most numerous. It is astonishing how few losses occur, and even where one does happen we invariably trace it to the right source."

The United States Government, you see, send a Postmaster into every town, and then sends its inspectors to look after them and report them for any dereliction of duty or wrong doing; and not only appropriates money to pay for these services, but to arrest and punish those who are proven to be guilty; and, in addition to all this, takes $7,000,000 out of the United States Treasury to help people *pay* their postage. Postage is *very* cheap too.

Is all this *unconstitutional!* We do not remember now, to have read any protests for these high-handed outrages by Senator Harris, of Tennessee or Senators Coke or Maxey of Texas.

If the Government has the right to do this, they certainly have the right to make appropriations to help educate the illiterates, who are not only a burden in this direction, but a danger and a menace to the Government in all other directions.

Shall we hear from these Senators on the right in one case and the wrong in the other?

Our 200,000 readers are seeking light on these questions.

THE aim of all true education is mental breadth, moral elevation, and such a mastery of the great truths that furnish the best antidote to sloth and ignorance as shall awaken the dormant intellect and kindle it into living power. Of all the solecisms of the day, this cry of over-education is one of the most foolish.

We must have intelligent people who create *diversified* industry and set *all* the people at work.

Ignorant people can do but *one* thing, and that very poorly.

Ignorance costs. Intelligence pays.

CIRCULATE the *printed* page constantly to inform and to reinforce yourself and your friends on school matters.

THE GREAT PROBLEM.

"ONE of the great problems of the South," says *The New Orleans Times-Democrat*, "is education. It is the immense amount of illiteracy in this section that has held it back in material progress. With a large proportion of its population unable to read or write, the heritage of war and devastation, it is difficult for the South to advance in prosperity, to improve its agriculture, or become great in manufactures."

Will the *Times-Democrat* take hold and help enlighten the people as to the *necessity*, constitutionality and expediency of passing the bill, early in the present session of Congress, granting Federal Aid to Education?

Louisiana would secure $3, 945, 051.-48, or about *four millions* of money for school purposes, and the whole South, out of the $77,000,000 proposed, would get about $60,000,000.

This would create at once the *diversified* industry and the intelligent constituency so much needed.

We hope the *Times-Democrat* will help the whole South by a wise, strong, vigorous advocacy of this measure.

The bill has already passed the Senate by a majority vote of *more* than three to one.

Hon. Daniel W. Voorhees, United States Senator from Indiana, who is a patriotic states rights Democrat, in his *grand* speech in favor of this measure, said:

"I hail this great measure as the most progressive and powerful movement for reconciliation, peace, and harmony, that has been known in the history of the Government."

No better testimony than that is needed.

WE can furnish you all the *facts* and figures and arguments bearing upon this all-important measure of Federal Aid to Education—but the teachers in the country schools in other States—as they have done in Missouri—must *circulate* these facts and documents among the people.

Send for Petitions to the AMERICAN JOURNAL OF EDUCATION, St. Louis.

LET every teacher in the United States send to the AMERICAN JOURNAL OF EDUCATION for Petitions asking for the $77,000,000 to be expended during the next ten or twelve years, to help educate the people, and to keep the schools open *nine* months in the year. With this we could make the minimum salary $50.00 per month in all the States without increasing the present rate of taxation.

Send at once so as to get the Petitions signed and sent in early in the session.

WE are slow to discover how rich we are, because we let so many opportunities for culture and good cheer go by unimproved.

THE SURPLUS.

WE confess that we are surprised that a paper so intelligent, patriotic, far-seeing and liberal as *The World* of New York, should state a case so plainly, ask a question so properly, and then leave it unanswered.

Let us answer *the World*.

Use "the surplus" belonging to the *people*—to *educate* the people.

The World says: "What shall be done with the surplus? This question confronts Congress just as imperatively as though no election had been held.

"The excess of Treasury receipts above expenditures was $6,283,048 for October, and over $20,000,000 during the last four months. The surplus for the year will be nearly if not quite $75,000,000. All the redeemable bonds will be called and paid before the end of the fiscal year."

A surplus of $75,000,000, at the end of the present fiscal year.

There are more than *six millions* of people growing up in the helplessness and darkness of utter illiteracy. There are more than *two millions* of voters who cannot read the ballot they deposit.

The World asks "shall the surplus be prevented, or hoarded, or spent?"

We say spend it for education.

The World should read the speech of Hon. Dan. W. Voorhees. He said in regard to "Federal Aid" for Education:

"I hail this great measure as the most progressive and powerful movement for reconciliation, peace, and harmony, that has been known in the history of the Government."

The World can safely advocate spending "the surplus" for Education.

THE STATE LABORATORY.

GOV. JOHN S. MARMADUKE has been visiting the new Chemical Laboratory of the State School of Mines and Metallurgy at Rolla, and was shown through all of the departments by Director Wait.

The *Herald* interviewed the Gov. after his visit, and he said, "that as a citizen and as Governor I am proud of it. It can, and no doubt will be very useful to the State beyond its immediate use to the School."

Reporter—In what way Governor?

Gov.—It is the State's Laboratory. When the people of the State learn of its capacity and the excellent work done there under the supervision of Prof. Wait, one of the most distinguished chemists in the country, they will seek to have their analyses made here. I am informed by Mr. Bland one of the Ex. Committee, that the school has already organized a plan and are now putting it into practical operation to have anaylses of all the minerals and other substances sent to the laboratory by the citizens of Missouri, and examined at a minimum cost.

This work, when perfected, will be put in the hands of a careful and competent man, who will label all samples sent to him and keep a record of their analysis. In the course of time these samples and records will furnish a fair index to the mineral deposits of the State; it is an institution that must do much to develop the hidden wealth of the State as well as to educate her sons in the special sciences of chemistry and engineering.

Reporter—Did you meet with the professors?

Gov.—I met all of the faculty; they are gentlemanly in their bearing, and are graduates of our best colleges. They are, moreover, especially qualified in the work which they are called to do, and their selection was made with special reference to the departments over which they now preside.

The Gov. said:

"More effort should be made to advertise the school and acquaint the people of the State with its superior advantages and its practical methods of education. If the school was known throughout the State to be what it is, you would have here more than double the number of students you have, and I hope that the faculty and officers of the school will make a special effort in this direction. A school that turns out such graduates as this school has—men who take charge of the assay department of large silver and gold mines and men that go from the college doors into the engineer's office of railroads—ought to have a better patronage than this school has."

It is undoubtedly true that if the people of the State had any adequate idea of the value and equipment of the School of Mines, and the ability of the Faculty, they would crowd it with students to its utmost capacity. There are a thousand bright intelligent young men in the State who ought to be students there.

AN OPEN LETTER.

My Dear Sir:

I am glad of your letter of inquiry as to my article on Written Examinations, because it gives me an opportunity to set myself right on some points on which you misunderstand me.

I never intended to convey the idea that I had abolished all written exercises in my school, when I said that we had abolished written examinations. On the contrary, I think that there are few schools that demand so many, or in which the exercises are so carefully corrected. We have pupils beginning in Greek, Latin, French and German, and we have written exercises in all these. Directions for writing these are uniform for all languages and in all classes, so that after any pupil has written her Latin exercises for one year, the teacher in French the next year has merely to say, "Write just as you wrote your Latin exercises." By this uniformity time is economized, and the pupils are not confused by different directions.

At the left a line ruled for margin just wide enough to hold the numbers designating the sentences. At top, in blank space of *every page*, name of pupil. On first line, number of page and number of exercise. Exercises written always only on left-hand pages, and one page being all that is required for a lesson, saves time of teacher in correcting, as she never has to turn a page. Sometimes the whole exercise can be written on the page; sometimes not. Some will have more sentences than others—that is not a matter of great importance. The exercise books are put in a designated place before the nine o'clock bell, and always left open at the examination to be corrected. The teacher goes through the first sentence in all the books before passing to the second in any way; and so on. This saves a great deal of time and mental effort. She marks with colored pencil in one way for errors in spelling, another for grammatical errors, another for wrong arrangement, and so on—and usually the books are returned to their owners before school is over.

The pupil takes the book home, and exactly opposite each wrong sentence re-writes it, making it right as far as he knows. If the *only* error in a sentence is one in spelling, it will answer to re-write the word spelled incorrectly. Any other error calls for a re-writing of the whole sentence.

The books thus corrected make their appearance in the same place always the next morning, open as before. The teacher draws a line diagonally across the page already examined, with a pencil of different color, and examines the corrected page, marking as before. If it is all correct, that page is crossed off, and the book closed and returned to pupil. If there are still errors, the book is returned open, and the pupil obliged to stay a few minutes after dismission to correct them. That page is then crossed off, no error being left.

I have spent much time and gone into much detail in stating this, but I only wanted to show you how careful and exact we are as to these written exercises.

You say, just as I said, that every recitation is an examination; and I add, that if we really are trying to find out what the child knows, an oral examination is better than a written one. A written recitation may be desirable once in a while, as it forces every pupil to answer every question; but, after all, the one all-important thing in a school for children is the vitalizing contact of the minds of pupil and teacher—and that can be secured only by oral recitation—or oral examination if you choose.

I cannot, in my own classes—and I have beginners, both in Latin and French—afford to waste time in having the children write answers. What is most valuable to them is to be worked upon by my mind, and to be led into right paths of thinking, to be puzzled and caught in trap-questions, till they grow wary of answering, and learn to stop and think—to be kept so mentally active that they are surprised when the first bell rings. That is what does them good—and I know what each one knows to-night and where each one's weak points are, much better than any series of percentages could tell me. It is much easier sometimes *not to let a child fail*, than to let him fail and then correct him.

As to the use of blackboards—if you had to sweep up the chalk dust and shake the blackboard rubbers—you would not ask if we had given up blackboard exercises.

You speak about a written examination as inciting a pupil to do her best. I expect my girls to do their best always—and if they don't, they are apt to hear the fact from me.

As to my use of the term "conventionalities," it was my very good friend, Prof. Woodward, who introduced that long word. It does not seem to me that a teacher should use her own conventionalities with a class. *Right* and *Left* are relative terms, and if one of my pupils used them in a recitation she would be at once reminded of the fact by being told that I did not understand, and being asked *whose* right she meant. This I can do in an oral recitation, but in a written examination I cannot—I must take exactly what she says. American boys and girls are too apt to disregard conventionalities. I am often obliged to remind some of my girls that any little hyeroglyphic they may fancy to make, will not answer for a capital *I* or a capital *S*, and to inform them that they must use the conventional signs agreed on by civilized nations, when they write. An exercise in this school cannot be written in the angular hand which so many girls affect. I must be able to distinguish a *u* from an *n* and from two *i*'s, or I will not correct the exercise. You see that I am not opposed to conventionalities—but they must not be individual peculiarities of any teacher.

I quite agree with you in your estimate of the value of writing down one's thoughts. Utterance, whether oral or written, unquestionably clarifies the thought. But I do not see why that practice cannot come in the regular work of the class in English Composition, and not take the time from other lessons. It would be far more useful for the children to write in that class what they had learned in other lessons, than to try to express their own opinions when they have none and ought not to have any.

I am taking too much of your time. I hope that I have set myself right on some of the points mentioned in your note, and am truly your friend,

Anna C. Brackett.

With Federal Aid to the amount of $77,000,000 we could make the school terms *nine* months and the minimum salary an average of $50.00 per month in all the States.

Send to us for Petitions.

The United States Senate, you know, passed the measure by a *majority* of more than three to one.

Let us take from the inspired page our motto: "Let there be light;" and whenever science seems to conflict with Revelation—let there be more light!

Denunciations of doubt and repression of inquiry may impede research and retard discovery; but truth will triumph in the end, and when it does so, all seeming conflict vanishes.

What would be wanted to make this world a kingdom of heaven, if that tender, profound and sympathizing love, practiced and recommended by Jesus, were paramount in every heart! Then the loftiest and most glorious idea of human society would be realized.

If we are not *daily* training the children in the Public Schools into this spirit and idea, we are doing less than our duty to them and to the State.

We fear our teachers and school officers do not weigh quite as carefully as they ought these *practical, wise* words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana. He says:

"The live teacher who provides himself or herself with the proper tools for teaching, commands $10 to $50 per month, more, than those who do not."

This is true, because so much *more* work can be done, and so much *better* work can be done with these "proper tools for teaching."

An eight inch Globe, a set of Maps, a good *Blackboard* and Reading Charts, are *absolutely* essential for the success of any school or any teacher.

What can you do? Let one but prove his capacity to work and he will get plenty to do. That is true in all departments of life, and they who complain that no man hath hired them, are usually those who are not worth hiring, and who can do nothing worth paying for.

We know that help is scarce in the country, and that money is scarce too, and that the labor of the children must be utilized to some extent—but children should be allowed time to attend school *nine* months in the year.

ARKANSAS EDITION
American Journal of Education.

$1.00 per annum in advance.

FRANK J. WISE, Pine Bluff, Ark...
J. B. MERWIN..... } Editors.

COMING TO IT.

GRADUALLY our leading teachers are reaching the conclusion that educational meetings have other objects to serve than to listen to the platitudes of "How to Teach Grammar," and "Shall Whispering be Prohibited?"

Dr. T. J. Morgan, principal of the State Normal School of Rhode Island, before the State Teachers' Association said: "The ideal in the common school system has not been reached, and the *great work* and object of a meeting like this is to bring the men who pay the taxes, the men and women who *influence public opinion* and establish committees and boards and enact legislation, that they may be influenced to give to the teachers facilities, buildings, apparatus, libraries—competent teachers, that the children of this age and generation may become ideal men and women."

LET us press right on and right in for Federal Aid, now that there is $439,000,000 of money lying idle in the Treasury, and as Shakespeare says,

"Defer no time—
Delays have dangerous ends."

If distributed, as proposed by the Bill which passed the United States Senate by a majority of more than *three to one*,

ARKANSAS would receive
$2,503,170.97.

A SUGGESTION.

BY L. R. KLEMM, PH. D., SUP'T OF SCHOOLS, HAMILTON, OHIO.

TEACHERS who do not believe that oral spelling ("spelling down," "spelling matches" and daily dictation of a number of incongruous words from the spelling book) did ever or will ever produce correct writers, that is, orthographers, and who have the courage of their conviction to say so, are often looked upon as miniature Bob Ingersolls. They are regarded as despoilers who tear down without building up again. They are classed with the Nihilists who believe in Nirvana. Many a small soul trembles as his old-fashioned beloved spelling is attacked. In his anguish he peevishly cries out, "*Noli turbare circulos meos*," without being anything like Archimedes in depth of thought, in extent of vision, n sincerity of purpose or fertility of ingenuity. I said *he*, but for that matter it is as often a she.

The writer thinks, that association of thought, as well as striking contrasts, are mighty factors of mental growth. It is clearly demonstrated that knowledge logically connected, or based upon previous cognitions, is more easily gathered, digested, assimilated and stored up in the memory for future use and reference, than disconnected bits of knowledge, even though they be tid-bits.

A list of words without meaning to the child, isolated words without connection in thought-bearing sentences, are like pebbles in the stomach. You may sugar-coat pebbles, till they are almost too thick to swallow, but that does not make them digestible. They will merely weaken the system. If by chance they do remain in the memory, which is extremely doubtful, it is in some vermiform appendix where they are apt to cause mischief, just as a pebble that finds its way into the digestive organs is likely to lodge in the vermiform appendix of the large intestines.

Do not say, fair reader, "Here is another specimen of a live Nihilist," for I mean to suggest something in place of the spelling lesson of 'ye olden time.' Hitherto we were in the habit of dictating words from the spelling book which the pupils had been told 'to study.' I need not explain how utterly futile this studying of often incomprehensible, always incongruous, and therefore indigestible words is; the pupils may succeed for the time being in spelling, that is, in splitting them, but they cannot correctly build them up again, write and properly apply them.

It may be, and it is, argued—our fathers learned to write correctly by being thus taught, why should not we? In the first place, they did not learn to write correctly *because* they spelled orally, but *despite* their spelling orally all through the speller from back to back. All who did learn to write correctly, did so because they read much, and noticed the physiognomy of the words, and when writing used dictionaries and other books of reference. In the second place, if only that is right and worthy of imitation which our fathers and forefathers did, then we deny the justice of progress of any kind. So then let the forefathers rest peacefully in their graves, and remember the poets word, "*Nur das Lebende hat recht.*"

There is something so ridiculous in the old-fashioned spelling exercises that I cannot refrain from applying a homely simile which will throw light upon the procedure, and reveal its true inwardness. A simple minded fellow enters the studio of a portrait painter and says: "Sir, I want you to paint my grandmother." "With pleasure," replies the artist; "bring her here; we must have several sittings to complete the picture." "Well, but she's been dead these eighteen years; if she were alive I shouldn't need her picture." Or, perchance, the fellow is not quite so foolish as that, and says, "Well, but you saw her this morning, coming from the market," etc.

Is it necessary to state, that teachers often require words to be written with which the pupils are not familiar? Is that anything else, than asking the artist to paint a dead grandmother? But it is said, some artists are able to paint a face they have seen but once. True, and so certain children remember the physiognomy of words and reproduce them after one glance. But exceptions are not the rule. Words (as well as faces) are better remembered if they are learned in proper surroundings. When we are brought face to face to a person who claims to have been introduced to us before, we ask: "*Where* was it I saw you?"

Now my suggestion is this: A reading lesson in the primary grades contains a certain number of new words with which it is the intention to familiarize the pupils. After the lesson is read, the teacher may single out the sentences in which these words occur and have these sentences *copied* verbatim. If the words are strewed all over the reading lesson, so that, copying the whole lesson would consume too much time, the teacher may embrace the new words in a few short neat sentences, write them on the board, and have them copied from there.

Now she may call upon the class to underscore the new words on the slates, as she does on the board. When that is done, she may ask the pupils to moisten the tip of their forefinger and erase the first word underscored, leaving the remainder of the text intact. It is done. She now asks, "What word did we erase?" "How was it spelled?" (It is recalled easily.) "I insert the word again." This is done with every new word of the lesson. Sometimes it is found desirable to thus treat a word repeatedly. This is *teaching* Orthography in the primary grades; it is not the thoughtless testing in vogue nearly everywhere in this country, a procedure which seems to aim at a plentiful crop of mistakes.

One of my teachers to whom I had recommended this manner of practicing Orthography, said, "Well, but they get 'a hundred per cent.' every day." She meant to say, "Well, but now the pupils do not make mistakes any more." God be thanked, they don't; that is exactly what we should aim at. Suppose, that we were to grade the pupils daily in cleanliness, would we drag them through the gutter first, and then wonder, why for Heaven's sake they are not clean?

One ounce of prevention is better than a pound of cure. Let the pupils only write correct physiognomies of words, and their memory will not retain any wrong ones. Do not permit any mistakes to be made. Go through the aisles, while the pupils are at work, and correct, that is to say, "make right," what is found wrong. By thus vigilantly weeding out error, you will develop in the pupils an orthographical conscience, so sensitive, that it will revolt against error, as a moral conscience will against crime.

Of course this advice is offered to primary teachers; in higher grades other modes of teaching Orthography may prove more successful.

WHAT other *printed* pages could our teachers circulate which will be so profitable to them as those found in this JOURNAL?

THE real teacher is a new man with new perceptions of truth and new processes to establish it on, with which to build stronger and nobler characters in the community. Let us welcome him as the new prophet of good things.

ALL great men and all great ages have believed in better things and states, and so have worked for this with love and devotion, and have accomplished good.

KENTUCKY.

THE passage of the Blair Bill would give the School Fund of the State $4,316.930.63.

There are about 7,000 teachers in Kentucky. We hope each one of them will secure at least ten names to a Petition for the passage of the Blair Bill, and have it ready to send to Congress as soon as it convenes.

Kentucky should keep her country schools open *nine* months in the year, and pay competent teachers at least $50.00 per month.

We can furnish all the Petitions needed.

Write us.

OUR friends are doing a splendid thing in calling the attention of their friends to *our Premiums*. We send the weekly *ten-page Globe-Democrat* and the AMERICAN JOURNAL OF EDUCATION one year, post-paid, for $1.50; or the Weekly *New York World* and this JOURNAL for $1.50; or all three papers post-paid for $2.00.

Cheap, fresh, interesting reading, is it not, for a little money?

CATARRH.

A clergyman, after years of suffering from that loathsome disease, Catarrh, and vainly trying every known remedy, at last found a prescription which completely cured and saved him from death. Any sufferer from this dreadful disease sending a self addressed stamped envelope to Dr. Lawrence, 212 East 9th St., New York, will receive the recipe free of charge.

19-12-5t

IF we do not provide schools and their influence and help, for the more than *six millions* of children, we must be taxed to support them as paupers, or to punish and support them as criminals.

It is cheaper to educate them.

The American Educational Series.

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AS WELL AS THE BEST.

THE COMMON BRANCHES.

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19-12-1t Mention this Journal.

TEXAS
EDITION
American Journal of Education.

$1.00 per year in advance.

W. S. SUTTON, Houston, Tex..... } Editors.
J. B. MERWIN ..... }

THE following State officers were elected in Texas at the last election:

Governor, Lawrence S. Ross.
Lieut-Governor, T. B. Wheeler.
Attorney-General, James S. Hogg.
Comptroller, John D. McCall.
Treasurer, Frank R. Lubbock.
Land Commissioner, R. M. Hall.
Superintendent of Public Instruction, Oscar H. Cooper.

IF the friends of Education take hold *now* and flood Congress with Petitions for Federal Aid to the States on the basis of illiteracy, it will set the cause forward all through the South a half century.

"This very little let us do—
And *all* is done."

IF the Bill appropriating $77 000,000 should pass, as it ought to pass, this session of Congress,

TEXAS would receive
$3,920,913.28.

With this amount we could *pay* for and secure competent *county* supervision of our schools; increase the school terms to *nine* months out of the twelve; and pay competent teachers, as we ought to do, a minimum average salary of $50 per month.

THE SALOON MUST GO.

THE New York *Evening Post* is not a Republican organ, nor a Prohibitory organ, nor a total abstinence organ, but it thus interprets the public judgment of the saloon:

No matter what a man's opinion may be about the feasibility of prohibition, or the physical or moral effects of alcoholic drinks, he cannot deny that saloons are the curse of American politics and society; that none of them, whether Democratic or Republican, are entitled to any protection whatever; that if they could all be shut up it would be a great thing for the country; and that, even if they cannot all be shut up, they can be at least diminished in number and made less mischievous.

EDS. AMERICAN JOURNAL OF EDUCATION:

Why can't we have a law passed by the Texas Legislature this winter, giving us County Superintendency?

Yes! one so that all counties can pay a man according to population to carefully supervise the schools of the county.

And properly grade competent teachers.

Let him be a man who is competent to judge of schools and teachers.

Columbus, Tex., Nov. 20, 1886.

EDS. AMERICAN JOURNAL OF EDUCATION:

An effort is to be made to get the Legislature to give us County Supervision.

Why cannot they also do something to give *each* county, or two weak counties, a Teachers' Normal Institute of four weeks each vacation, so as to help the deserving teachers to grow.

Let the State pay fifty dollars as soon as fifty teachers are enrolled by the County Superintendent. And the county also appropriate one hundred dollars. And the teachers one dollar each on enrolling, and one dollar at the closing examination.

Why may not our whole school law be bettered, and our valuable common free schools be enhanced in usefulness?

PROGRESS.

Palestine, Tex., Nov. 20, 1886.

WHAT does the public safety and the welfare of society require of us as teachers and leaders? Let us see to it that we live up to these requirements.

THEY who *will*—only are able to perform.

WE and our work are the future—what shall we make it?

WEALTHY COLORED PEOPLE.

IN Philadelphia John McKee is worth half a million. He owns several houses. Several are worth $100,000 each. The negroes of New York own from five to six million dollars' worth of real estate. P. A. White, a wholesale druggist is worth a quarter of a million, and has an annual business of $200,000. Catharine Black is worth $150,000.

In New Jersey the Negroes own 2,000,000 worth of real estate.

Baltimore has more negro home owners than any other large city. Nineteen men are worth a total of $800,000. John Thomas, the wealthiest, is worth about $150,000.

Less than 100 negroes in Washington are worth a total of $1,000,000.

In Louisiana the negroes pay taxes on $15,000,000 in New Orleans, and $30,000,000 in the State.

This state of things shows progress, ability and character.

These men vote—why should not intelligent women vote too?

ILLITERACY, remember, is barbarism assassinating civilization.

INTELLIGENCE represents the progress, the power, the grandeur of the present, and gives us the great hope of the future.

Illiteracy represents poverty, darkness, danger, imbecility and crime.

Which do you stand for and work for?

THROUGH union we shall conquer. Are teachers ready to unite?

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DRURY COLLEGE.

We have been not only an interested spectator, but somewhat familiar with the founding, growth and history of this grand Institution.

We knew "Bro. Drury," whose name it bears, in Michigan, long before he conceived the idea of putting money, thought and prayer into an Educational enterprise in Missouri.

He had an idea—a correct one too; and he acted upon it, that money put into an Educational Institution would exert a more lasting and permanent influence for the upbuilding of mankind — that it would sweep a wider circuit for good than if invested in any other way.

We have watched the hard struggles of this young College from the foundation up to its splendid status today, noting the results of its growth each succeeding year since 1873.

To found and carry forward and upward a college until it becomes a living power—a vital force in our new Christian civilization here in the Southwest, and that after the Eastern type, in its curriculum and requirements—is a tremendous task; and after the repeated failures of similar endeavors in this State—the *faith* that would remove mountains.

Man, at his best, is but a prophecy of something better beyond; and so of Institutions.

Drury College, with its feeble beginnings and limited resources in 1873, stands to-day a magnificent realization of garnered hope and faith and work.

Look at the result! who can estimate the ever-widening influence exerted by those who have been under the Christian training and culture of the Faculty for these years.

An annnal average of about three hundred young people have been gathered within its walls. In addition to this growing constituency, and to partially meet the increasing demands laid upon this College, those who have known of its great work, endorsing the idea of its founder, have already contributed $300,000—$175,000 of which came from the East. In addition to this there has already been collected a library of about 20,000 volumes of valuable books with which both the Faculty and Students constantly reinforce themselves; besides this, there is even a larger number of unbound pamphlets bearing upon scientific and political, social and moral questions.

The high standard of scholarship, so tenaciously maintained from the outset, has placed it in the ranks of the oldest American Colleges. Its influence too on the schools and public education of an important section of the State has been most marked and salutary.

No other part of Missouri has recently made such rapid progress in population, general thrift and public intelligence, as the Southwest: a fact well attested by the phenomenal growth of the St. Louis and San Francisco Railway during the last ten years; and among the chief causes of this rapid development of the elements of high civilization in that section has been the planting and growth of Drury College.

This Institution, on the Ozark hights, has stood as a beacon-light to invite to the fertile lands and bright skies of Southwest Missouri, intelligent and progressive immigrants seeking permanent homes.

Every citizen of Missouri, who values education and popular intelligence, and the material and social thrift that inevitably follows these, is deeply interested in the continued growth and full development of this College.

As Dr. Mayo, of the *Journal of Education*, at Boston, lately said: it "ought at once to be endowed with a *round million* of dollars."

St. Louis is especially interested in securing this. The Southwest is still almost exclusively her own province for the sale of her multitudinous manufactures and wares. She has already done nobly in giving towards the founding of this Institution nearly $75,000. Her public-spirited business men should speedily follow this with $100,000 additional.

In its endeavors to meet the growing demands upon it and owing chiefly to a series of calamities beyond its control, the College has fallen somewhat into debt. Its friends at Springfield and elsewhere are tugging at the task of lifting this obstacle to its progress out of the way. It should be done speedily. They ask St. Louis to help them; and Pres. Morrison—after so much has been done by people outside of Missouri—will not we are sure ask in vain, giving the further assurance that Eastern friends will again emulate the example of her Edgells, Goodells, Greeleys and Richardsons of this great Metropolis.

THE intelligent person is beginning to be master of the earth.

HISTORY teems with examples, proving our "truest genius is unwearied work."

LET us honor every great truth by *using* it.

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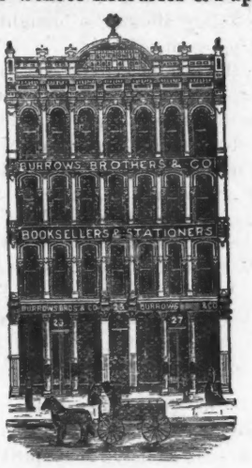

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ILLINOIS.

THIS State shows steady growth in educational affairs.

The average salary for male teachers last year was $52.14, and the average salary for female teachers was $41.73 per month. The total amount paid for teachers' salaries during 1885 reported foots up a total of $6,132,861.40, against $5,640,473.65 in 1884. The other items of expenditure for carrying on the State's educational enterprises swells this total to $10,172,424.01, an increase of about $1,000,000 on the total shown in the report of 1884, and being probably the largest expenditure for common schools made by any State in the Union. A few of the items referred to, in addition to teachers' salaries, are the following:

For new school-houses and for houses purchased, $984,684.24; for new sites and grounds, $151,244.70; for repairs and improvements, $624,295.27; for new school furniture and school apparatus, $191,791.11; for new library books and books for the children of the poor, $12,236.21. In fact the expense of insuring school property, providing fuel for the schools, and paying the janitors in charge of them, runs up to the handsome sum of $1,022,630.71.

The school population, that is the number between the ages of 6 and 21 years, is 1,096,540 against 1,069,274 in 1884. The total enrollment in the schools is shown to be 743,345, an increase of 14,664 over that shown by the last biennial report.

Where are the more than *three hundred and fifty thousand* children not accounted for, or as *not attending* any school?

What sort of an education for the duties of American citizenship are they getting?

The number of teachers employed has increased from 19,897 to 20,540.

The number of volumes in

THE SCHOOL LIBRARIES

have increased from 81,272 to 114,851, and the number of school-houses from 12,008 to 12,159; but this increase of 151 in the total does not show the number built since the last report, there having been 152 erected to take the place of older and poorer structures.

This expenditure of about *twelve millions* for school purposes will provoke the inquiry as to what equivalent is rendered for the *time* and the *money* cost of the schools. The waste and loss comes from the short school terms.

The transactions show, including the balance on hand at the beginning of the fiscal year, a total of $12,442,308.77, so that the balance on hand for beginning the next year is $2,269,884.76.

The school terms should be made *nine* months each year and the average salary should be brought up to $50.00, per month.

If the Bill for Federal Aid passes at this session of Congress, it would enable the State to employ and pay for the best which has been developed in the way of County Supervision.

It would add $1,801,616.46 to the present magnificent School Fund without an extra dollar of taxation.

We hope the State Association, at the Annual meeting to be held in Springfield, will take measures to secure this nearly $2,000,000 to the School Fund of the State.

LET us teach the children that there is something better than riches or fame, namely: that spirit which seeks to serve others and to pour some benefit into the present and future ages, as Shakespeare says—

"We are born to *do* benefits."

THE New England *Journal of Education* says:

"It is a serious thing for a city to be deficient in school-room aids. It is deserving public censure, well nigh, for a city to expend millions on building and make no provision for apparatus, which is as essential even as books. We hail with delight the change in public sentiment in this regard, and believe the day is not far distant when schools will be reasonably well supplied with essential illustrative helps."

Teachers need some "Tools to Work With" in every school-room in the land.

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THE present surplus in the United States Treasury is *over* $439,000,000, and is accumulating, according to the *New York World*, at the rate of $75,000,000 yearly.

You see we are able to give *all* the children in this country a common school education. We cannot afford to pay the cost of *not* doing this.

Make the school terms *nine* or *ten* months, and the minimum salary $50 per month.

There are *over six millions* of children growing up who never see the inside of a school-house.

An Awful Doom

of any nature is usually avoided by those who have foresight. Those who read this who have foresight will lose no time in writing to Hallett & Co., Portland, Maine, to learn about work which they can do at profit of from $5 to $25 and upwards per day and live at home, wherever they are located. Some have earned over $50 in a day. All is new. Capital not required. You are started free. Both sexes. All ages. Particulars free. A great reward awaits every worker.
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SEE Petition for Federal Aid on page 12, this issue. Clip, sign and send on to your Representative in Congress.

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and schools with Professors, Principals, Assistants and Tutors—graduates from Johns Hopkins, Cornell, Harvard, Yale and almost every other University and College in America; also undergraduates of all grades; Governesses for families, and Music and Art Teachers from the best Colleges and Conservatories. Organized by experienced educators. Facilities, in many respects, unequaled by any other Bureau or School Agency. Patronage from every quarter of the U. S. Endorsed in 20 states. Teachers desiring positions apply at any time; those who have positions but desire to change the earlier they apply the better; those who are without positions register at once. Schools in different countries open almost every month. Additions and changes in faculties are continually being made. Many teachers fail to hold positions secured them in vacations. We have continuous calls for teachers. For a Registration Blank send stamp to the above address at any office mentioned (one registration sufficient for all.

References as to the President's character and reputation as an educational worker: Bishop McTyeire, President of Vanderbilt University; Rev. Geo. W. Price, D.D., Pres. N. C. Y. L.; Rev. W. E. Ward, D.D., Pres. Ward's Seminary; Hon. W. B. Bate, Gov. Tennessee.

Clip this advertisement for future references.

UNION TEACHERS' AGENCY.
Established 1880. 16 Astor Place, New York City.

W. D. KERR, Secretary.

It is no longer a question whether teachers and employers shall use the medium of a School Agency, but only of which Agency they shall employ. The best teachers are enrolled, the best Schools come to some Agency for their teachers. Three-fourths of the prominent positions obtained this summer were obtained directly through some Agency. Now which shall be employed? Unquestionably that which combines age and experience with the confidence of its patrons, and the assistance of hundreds of teachers already placed. Such is the UNION TEACHERS' AGENCY. Send stamp for Circulars.
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Author of "NEW SCIENCE OF ELOCUTION" will open a

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at 159 22nd St., Chicago, Ill. June 1st, 1887 Pupils prepared for teachers of Elocution and Dramatic Readers.
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19-10 President.

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THROUGH DIRECT CORRESPONDENCE WITH EMINENT SPECIALISTS (College Professors). To learn of present courses of study and vacancies to teach, send 10 cents for sample copy of our first-class Literary and Educational Journal.

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A Card to Teachers.

If you have School Books which you do not care to keep, I will take them in exchange for books you may need. Please send me a list of those you would

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Send orders for cheap School Books to
C. M. BARNES, 151 and 153 Wabash Ave,
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DO YOU WANT TEACHERS?
DO YOU WANT SCHOOLS?

Southern School Agency,

Established 1880.

Prof. Frank M. Smith says:—From my personal knowledge of the work of the Southern School Agency, I take pleasure in recommending it to teachers and patrons generally. I know that Prof. Woolwine represents teachers faithfully in securing for them suitable and profitable situations. I further state that those wishing to employ teachers can rely fully on his recommendation. State to him the kind of teacher you want, and then leave the selection to him, and my word for it you will be well pleased with the result.
FRANK M. SMITH, Supt. City Schools,
Jackson, Tenn., April 1, 1885.

Teachers wishing positions, and **Schools** needing teachers, should address with stamp

S. S. WOOLWINE, Proprietor.

No. 26 South Cherry St.,
NASHVILLE, TENN.
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Superintendents, Colleges, and Schools, with Competent Teachers in every department; and aids Teachers to procure suitable positions. Circular and application form sent for stamp.

A. B. FANNIN, *Manager*,
Montgomery, Ala.

REFERENCES.

Hon. Solomon Palmer, State Supt. Ed. Alabama.
" Jno. M. McKleroy, Ex-State Supt. Ed. Alabama.
Hon. Jos. Hodgson, Ex-State Supt. Ed. Alabama.
Hon. Gustavus J. Orr, State School Commissioner, of Georgia.
19-7-6t Mention this Journal

ESTABLISHED 1877.

American Teachers' Bureau, St. Louis,

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and *Chart* form for *Schools*, promises *complete revolution* in the expense and time of securing an education.

Book sent by mail for 60cts. per copy.

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THE WHEREWITHAL MFG. PUB. CO.,
Philadelphia.

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"THE AMERICAN
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When you write to our Advertisers.

CALIFORNIA.

EDITORS AMERICAN JOURNAL OF EDUCATION—*Gentlemen:* When I read Miss Brackett's query as to "the position of the liver," in a late issue of the JOURNAL, I took my pen to answer it at once, but, upon further reflection, thought I'd wait till she "showed her hand" in another communication which I was sure would follow, and which your November issue contains.

In this she says: "I, myself, should have marked it 10. I should have so marked it, because I should have felt sure that the pupil really knew the position of the organ in question; and as that knowledge was what I should want to test in an examination in Physiology, I should not have felt justified in deducting from the 10 on account of the careless use of English."

Does Miss Brackett mean to tell the readers of the JOURNAL that she considers the answer a perfect one? If not, will she tell us why she would mark it 10? Will she not also please tell us how she would mark the answer of a pupil whose English is not "careless," and whose description of the location of the liver was so accurate and complete that no other could by any possibility be mistaken for it? Would she measure a written examination by what it contains? Isn't her marking as above based upon about as much that the pupil does not say, as what he does say?

I don't wonder that Miss Brackett has "soured" on written examinations, if she has given us her measure of correct marking; and if she has, I shall be the last one to accept her challenge "to show me [her] a school in better marking order."

O. P. Q.

Sacramento, Cal., Nov., 1886.

P. S.—I may send you a word on "Written Examination," if there is enough left of me, when Miss B. gets in her broadside in answer to the above. O. P. Q.

RHODE ISLAND.

SUPERINTENDENT LITTLEFIELD, of Newport, R. I., said at the National Teachers' Association at Topeka, that:

"Rhode Island, stands as the author of the American school system.

My heart is full with boundless gratitude for the success of the American school system.

We ought not to lose sight, in the successes of the present, of the demands of the future.

There are things that we need—the best teachers, the best books, the best officers and the best appliances.

Thirty children are enough for any teacher, and we need, consequently, twice as many teachers.

There ought to be a much larger proportion of men—men who will enter upon the duties of the teacher for life and not as a stepping stone.

The ladies will, I suppose, continue to make it a stepping stone, and they are to be congratulated that they step upon a stone that will fit them so admirably for whatever duties await them.'

As the "author" of the American School System did Rhode Island provide for a *nine* months school every year and the ways and means to pay competent teachers adequate salaries for this work?

Can "men who will enter upon the duties of the teacher for life" be found, when the average monthly pay is only $70.24, and this for only six months? A total salary of $420.44 per year?—and if they do, what sort of men must they be? as to culture and character.

Shakespeare says of them:

"Your abilities are too infant-like
For doing *much!*"

THE *fact* is that the money paid by the teachers of Missouri to circulate 150,000 copies of THE AMERICAN JOURNAL OF EDUCATION among the people, has been returned to them many times over in the average increase of wages from $27.00 per month to an average of $47.50 per month.

Let us make it an even $50.00 per month, for *nine* months in all the States.

Teachers in other States begin to realize the power of this JOURNAL too. They are circulating it extensively in all the States.

Do you think that in the way of fresh, valuable interesting and *profitable supplementary reading* for teachers, there has ever been any thing quite equal to *our offer*—either in price, or the extent, value or variety of it?

We *know* the offer has never been equalled. Look at it—

The Weekly *ten*-page *Globe-Democrat*, or the Weekly *New York World*, sent post-paid *fifty-two* times a year for *fifty cents*.

Brethren, we want to send you *fifty thousand* of these splendid supplements, together with the same number of copies of the AMERICAN JOURNAL OF EDUCATION.

$1.50 will secure either one of these immense weekly papers and the AMERICAN JOURNAL OF EDUCATION one year. $2.00 secures all three papers, post-paid, one year. Address J. B. Merwin, Managing Editor, St. Louis, Mo.

THE wise people of the South, who know the actual state of things, in regard to the *growing* illiteracy, say of this help which Federal Aid for schools will give them—

"It is our safety, and we must embrace
This offer for our pressing needs."

HORSFORD'S ACID PHOSPHATE
Is a preparation of the phosphates of lime, magnesia, potash and iron, in such form as to be readily assimilated by the system. Descriptive pamphlet sent free. Rumford Chemical Works, Providence, R. I.

TISSUE PAPER FLOWER OUTFIT.

The art of making Tissue Paper Flowers is one of the most PLEASANT OCCUPATIONS to engage in while enjoying the pleasures of the **Mountain and Seashore.**

The outfits which we offer are manufactured and especially prepared by us and the most COMPLETE ever offered

Our *BOOK OF INSTRUCTIONS* (which every outfit contains) has over *75 specially prepared designs and diagrams* showing how to CUT FORMS for NEARLY EVERY VARIETY OF FLOWERS and giving every **possible** and **minute detail** so clearly that any person can, with a little practice, become an ADEPT in this beautiful ART.

Our Beginners or No. 1 Outfit contains the following material: Choice lot assorted colors of Imported Tissue Paper, Wire, Rubber Stemming, Leaves, Culets, Sprays, Flower Centres, a large variety of Stamped Flowers and *BOOK OF INSTRUCTIONS.* Price, 50 cts.

NO. 2 OUTFIT contains more material and extra tools. Price, $1 00. Headquarters for all kinds of Tissue Paper Flower Material. AGENTS WANTED.

JEROME NOVELTY CO.,
19-3 1y Mention this journal No. 150 NASSAU ST., NEW YORK.

WHY NOT?

IF a church member can sign a petition to a court for another man to keep a dram-shop, why may he not pray to God to dispose the court to grant the license? If one member may do this, why not all? If the church may do it, why may not the pastor, on the Sunday before the court meets, lead the whole congregation in a united force to the God of all righteousness to lend his help to the business, and move upon the people to sign the petition and upon the court to grant the license? And if the pastor may pray in behalf of dram-shops, why may he not preach for them, and exhort his members to sustain them with their patronage?

If they may do all this for another man's dram-shop, why may they not go into the business themselves, the deacons run the dram-shop, and the pastor and the members meet around the bar after prayer meeting and reel home "gloriously" drunk?

And indeed if they may do this, why should they not turn their backs on that religion which distinctly asserts that no drunkard shall inherit the kingdom of heaven? Yes, why not? For grant the right of church members or any one else to sign dram shop petitions, and their right to do all this other abominable iniquity cannot be denied except in the face of all logic.

The saloon *must go.*

MORE INTELLIGENCE.

THANKS to the libraries, and the greater facilities that now exist for cheap publishing, the whole range of English literature is open to almost any workman who cares to get at it. And we think that the great readers of the next generation will be, not our lawyers or doctors, shop-keepers or manufacturers, but the laborer and mechanic.

The former work mainly with their heads, which are too exhausted for reading, and whatever leisure time they have must be devoted to air and exercise.

The laborer and mechanic, on the contrary, besides being occupied often for much shorter hours, have in their work time taken sufficient bodily exercise, and can therefore give any leisure they have to reading and study.

TEACHERS and school officers too understand now that good *Blackboards*, all around the school-room; a set of Outline Maps, and a good Globe, are to the teacher what the sledge-hammer is to the blacksmith, the saw to the carpenter, the ax to the woodsman, or the plow to the farmer.

The *time* and expense of the teacher and school go on from the day it opens. If you do not give the teachers and pupils these "*tools to work with*," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says (Sec. 43 and 48) that directors *shall* provide the necessary articles.

WHEN Mrs. Browning said—

"We get no good
By being ungenerous, even to a book,
And calculating profits—so much help
By so much reading. It is rather when
We gloriously forget ourselves and plunge
Soul-forward, headlong, into a book's profound,
Impassioned for its beauty and salt of truth—
'Tis then we get the right good from a book."

So too when we teach—if this is true of a dead book—how much more true is it when we come in contact with the living, pulsating, aspiring souls of the children. Let us, with less formality, get at the

"Salt of truth"

in all that we teach, and so teach it that

"Its impassioned beauty"

shall become a vital part of every-day life.

This can be done, and it ought to be done a thousandfold more than it is done, in all the schools.

OUR teachers, not only in Missouri, but in all the other States, begin to appreciate the results of subscribing for and circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the people. They see that it has brought the average wages up from $27.00 per month to $47-50 per month.

Such is the fact.

LET us make it an average of an even $50.00 per month in all the States, and keep the schools open *nine* months in the year.

LET us not only *wish* liberty to all and light to all, but let us *work* for this.

PETITION FOR NATIONAL AID FOR EDUCATION.

TO THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA:

THE undersigned, Citizens of.....

believe that the prosperity, happiness and perpetuity of the Republic and of free institutions, both State and National, depend upon the intelligence and virtue of the people: that ignorace among the masses of the people now exists to such a degree as to threaten the destruction of these institutions unless its progress can be arrested by the general establishment and liberal support of a system of Public Schools, which shall make the privileges of Education in the common branches of knowledge free to all the children of the whole country, without reference to race, color, or previous condition in life: that such a system of schools should be in part temporarily aided at least, by contributions from the overflowing Treasury of the United States.

We believe this Aid is necessary—we believe it is just—and we believe, with the FORTY-FOUR SENATORS, the CHIEF JUSTICE of the Supreme Court, and the ATTORNEY GENERAL of the UNITED STATES, that such Aid is CONSTITUTIONAL, and is embraced in the following Preamble—

"We the people of the United States, in order to form a more perfect Union, establish Justice, insure Tranquility, provide for the Common Defence, promote the General Welfare, and secure the blessings of LIBERTY to ourselves and our POSTERITY, do ordain and establish this CONSTITUTION for the United States of America."

We, therefore, earnestly pray for the enactment of a law embracing in substance the provisions of the Bill passed twice by the Senate of the United States, and endorsed by Forty-Four Senators, known as the "Blair Bill," making appropriations, to be expended upon the basis of illiteracy, in the several States and Territories of the whole country.

NAMES.	P. O. ADDRESS.
.....	.....
.....	.....
.....	.....
.....	.....

☞ **Please clip this out and paste it on to a sheet which will hold 50 names. Secure them and send them to your Representative in Congress.** ☜

A BILL

To Aid in the Establishment and Temporary Support of Common Schools.

Passed in the Senate of the United States (49th Congress) May 13th, 1886.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for eight fiscal years next after the passage of this act there shall be annually appropriated from the money in the Treasury the following sums, to wit: The first year the sum of seven million dollars, the second year the sum of ten million dollars, the third year the sum of fifteen million dollars, the fourth year the sum of thirteen million dollars the fifth year the sum of eleven million dollars, the sixth year the sum of nine million dollars, the seventh year the sum of seven million dollars, the eighth year the sum of five million dollars; which several sums shall be expended to secure the benefits of common-school education to all the children of the school age mentioned hereafter living in the United States: Provided, That no money shall be paid to a State, or any officer thereof, until the legislature of the State shall, by bill or resolution, accept the provisions of this act; and such acceptance shall be filed with the Secretary of the Interior. And if any State, by its legislature, shall decline or relinquish its share or proportion under this act, or any portion thereof, the sum so relinquished shall go to increase the amount for distribution among the other States and the Territories as herein provided. And any State or Territory which shall accept the provisions of this act, at the first session of its legislature after its passage, shall, upon complying with the other provisions of this act, be entitled at once to its pro rata share of all previous annual appropriations.

Sec. 2. That such money shall annually be divided among and paid out in the several States and Territories, and in the District of Columbia, in that proportion which the whole number of persons in each who, being of the age of ten years and over, cannot write, bears to the whole number of such persons in the United States; such computation shall be made according to the census of eighteen hundred and eighty until the illiteracy returns of the census of eighteen hundred and ninety shall be received, and then upon the basis of that census. And in each State and Territory, and in the District of Columbia, in which there shall be separate schools for white and colored children, the money received in such State or Territory, and in the District of Columbia, shall be apportioned and paid out for the support of such white and colored schools, respectively, in the proportion that the white and colored children between the ages of ten years and twenty-one years, both inclusive, in such State or Territory, and in the District of Columbia, bear to each other, as shown by the said census. The foregoing provision shall not affect the application of the proper proportion of said money to the support of all common schools wherein white and colored children are taught together.

Sec. 3. That the district of Alaska shall be considered a Territory within the meaning of this act; but no acceptance of the provisions of this act, report of the governor of the district, or expenditure by the district for school purposes shall be required; and the money apportioned to said district shall be expended annually, under the direction of the Secretary of the Interior, in the manner provided for the expenditure of other appropriations for educational purposes in said district; and for the purpose of ascertaining the amount to be apportioned to said district the Secretary of the Interior shall ascertain, in such manner as shall be deemed by him best, the number of illiterates therein.

Sec. 4. That no State or Territory shall receive any money under this act until the governor thereof shall file with the Secretary of the Interior a statement, certified by him, showing the common-school system in force in such State or Territory; the amount of money expended therein during the last preceding school year in the support of common schools, not including expenditures for the rent, repair, or erection of school-houses; whether any discrimination is made in the raising or distributing of the common-school revenues or in the common-school facilities afforded between the white and colored children therein, and, so far as is practicable, the sources from which such revenues were derived; the manner in which the same were apportioned to the use of the common schools; the number of white and colored children in each county or parish and city between the ages of ten and twenty-one years, both inclusive, as given by the census of eighteen hundred and eighty, and the number of children, white and colored, of such school age attending school; the number of schools in operation in each county or parish and city, white and colored; the school term for each class; the number of teachers employed, white and colored, male and female, and the average compensation paid such teachers; the average attendance in each class; and the length of the school term. No money shall be paid out under this act to any State or Territory that shall not have provided by law a system of free common schools for all of its children of school age, without distinction of race or color, either in the raising or distributing of school revenues or in the school facilities afforded: Provided, that separate schools for white and colored children shall not be considered a violation of this condition. The Secretary of the Interior shall certify to the Secretary of the Treasury the States and Territories which he finds to be entitled to share in the benefits of this act, and also the amount due to each.

Sec. 5. That the amount so apportioned to each State and Territory shall be drawn from the Treasury by warrant of the Secretary of the Treasury, upon the monthly estimates and requisitions of the Secretary of the Interior as the same may be needed, and shall be paid over to such officers as shall be authorized by the laws of the respective States and Territories to receive the same. And that the Secretary of the Interior is charged with the proper administration of this law, through the Commissioner of Education; and they are authorized and directed, under the approval of the President, to make all needful rules and regulations, not inconsistent with its provisions, to carry this law into effect.

Sec. 6. That the instruction in the common schools wherein these moneys shall be expended shall include the art of reading, writing, and speaking the English language, arithmetic, geography, history of the United States, and such other branches of useful knowledge as may be taught under local laws; and copies of all school-books authorized by the school boards or other authorities of the respective States and Territories, and used in the schools of the same, shall be filed with the Secretary of the Interior.

Sec. 7. That the money appropriated and apportioned under the provisions of this act to the use of any Territory shall be applied to the use of common and industrial schools therein, under the direction of the legislature thereof.

Sec. 8. That the design of this act not being to establish an independent system of schools but rather to aid for the time being in the development and maintainance of the school system established by local government, and which must eventually be wholly maintained by the States and Territories wherein they exist, it is hereby provided that no greater part of the money appropriated under this act shall be paid out to any State and Territory in any one year than the sum expended out of its own revenues or out of moneys raised under its authority in the preceding year for the maintenance of common schools, not including the sums expended in the erection of school-buildings.

Sec. 9. That a part of the money apportioned to each State or Territory, not exceeding one-tenth thereof, may in the discretion of its Legislature, yearly be applied to the education of teachers for the common schools therein, which sum may be expended in maintaining institutes or temporary training schools, or in extending opportunities for normal or other instruction to competent and suitable persons, of any color, who are without necessary means to qualify themselves for teaching, and who shall agree in writing to devote themselves exclusively, for at least one year after leaving such training-schools, to teach in the common schools, for such compensation as may be paid other teachers therein.

Sec. 10. That no part of the fund allotted to any State or Territory under the first section of this act shall be used for the erection of school houses or school-buildings of any description, nor for rent of the same.

Sec. 11. That the moneys distributed under the provisions of this act shall be used only for common schools, not sectarian in character, in the school-districts of the several States, and only for common or industrial schools in Territories, in such way as to provide, as near as may be, for the equalization of school privileges to all the children of the school age prescribed by the law of the State or Territory wherein the expenditure shall be made, thereby giving to each child, without distinction of race or color, an equal opportunity for education. The term "school-district" shall include all cities, towns, parishes, and other territorial subdivistons for school purposes, and all corporations clothed by law with the power of maintaining common schools.

Sec. 12. That no second or subsequent allotment shall be made under this act to any State or Territory unless the governor of such State or Territory shall first file with the Secretary of the Interior a statement, certified by him, giving a detailed account of the payments or disbursements made of the school fund apportioned to his State or Territory and received by the State or Territorial treasurer or officer under this act, and of the balance in the hands of such treasurer or officer withheld, unclaimed, or for any cause unpaid or unexpended, and also the amount expended in such State or Territory as required by section nine of this act, and also a statement of the number of school-districts in such State or Territory, and whether any portion of such State or Territory has not been divided into school-districts or other territorial subdivisions for school purposes, and if so what portion, and the reasons why the same has not been so subdivided; the number of children of school age in each district, and the relative number of white and colored children in each district, and of the number of public, common and industrial schools in each district; the number of teachers employed; the rate of wages paid; the total number of children in the State or Territory and the total number taught during the year and in what branches instructed; the average daily attendance and the relative number of white and colored children; and the number of months in each year schools have been maintained in each school-district. And if any State or Territory shall misapply or allow to be misapplied, or in any manner appropriated or used other than for the purposes and in the manner herein required, the funds, or any part thereof, received under the provisions of this act, or shall fail to comply with the conditions herein prescribed, or to report as herein provided, through its proper officers, the disposition thereof, and the other matters herein prescribed to be so reported, such State or Territory shall forfeit its right to any subsequent apportionment by virtue hereof until the full amount so misapplied lost or misappropriated, shall have been replaced by such State or Territory and applied as herein required, and until such report shall have been made: Provided, That if the public schools in any State admit pupils not within the ages herein specified, it shall not be deemed a failure to comply with the conditions herein. If it shall apear to the Secretary of the Interior that the funds received under this act for the preceding year by the State or Territory have been faithfully applied to the purposes contemplated by this act, and that the conditions thereof have been observed, then and not otherwise the Secretary of the Interior shall distribute the next year's appropriation as is hereinbefore provided. And it shall be the duty of the Secretary of the Interior to promptly investigate all complaints lodged with him of any misappropriation by or in any State or Territory of any moneys received by such State or Territory under the provisions of this act, or of any discrimination in the use of such moneys; and the said complaints, and all communications received concerning the same, and the evidence taken upon such investigations, shall be preserved by the Secretary of the Interior, and shall be open to public inspection and annually reported to Congress.

Sec. 13. That on or before the first day of September of each year the Secretary of the Interior shall report to the President of the United States whether any State or Territory has forfeited its right to receive its apportionment under this act, and how forfeited, and whether he has withheld such allotment on account of such forfeiture.

Sec. 14. That no State or Territory that does not distribute the moneys raised for common school purposes equally for the education of all the children, without distinction of race or color, shall be entitled to any of the benefits of this act.

Sec. 15. That the apportionment of the money that shall be appropriated in pursuance of this act for the purposes of education in the Territories shall be upon the basis of the illiteracy therein, as provided in section two of this act; but in determining the number of illiterates therein the Secretary of the Interior is authorized to receive and consider, in addition to the census returns of eighteen hundred and eighty, any evidence that may be submitted to him showing the number of illiterates in any such Territories, and shall determine therefrom, before the first distribution is made, the amount to which such Territory is entitled.

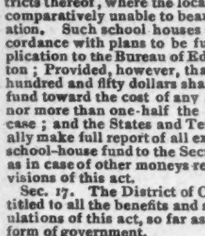
Sec. 16. That there shall be appropriated and set apart in addition to the sum of seven millions of the first appropriation, the sum of two milion dollars, which shall be allotted to the several

States and Territories on the same basis as the moneys appropriated in the first section, which shall be known as the common-school-house fund, to be paid out to each State and Territory at the end of the year on proof of the expenditure made during such year which shall be expended for the erection and construction of school-houses for the use and occupation of the pupils attending the common schools in the sparsely populated districts thereof, where the local community shall be comparatively unable to bear the burdens of taxation. Such school houses shall be built in accordance with plans to be furnished free on application to the Bureau of Education in Washington; Provided, however, that not more than one hundred and fifty dollars shall be paid from said fund toward the cost of any single school-house, nor more than one-half the cost thereof in any case; and the States and Territories shall annually make full report of all expenditures from the school-house fund to the Secretary of the Interior, as in case of other moneys received under the provisions of this act.

Sec. 17. The District of Columbia shall be entitled to all the benefits and subject to all the regulations of this act, so far as applicable under its form of government.

Sec. 18. The power to alter, amend, or repeal this act is hereby reserved.

CATARRH



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TAKE THE PAPERS.

It costs but a trifle to get and read a good newspaper. They bring to all of us such a vast amount of *useful, practical* information, that every household should be supplied liberally with not only the *local* paper, but with those published at the great centers of commerce and public opinion.

What an immense power in education the newspapers become. A person or community with many papers and magazines must be well-informed; their circulation can almost be taken as an exponent of the intelligence of the people.

Not only does a first-class journal contain a record of events, but the best thought of the day. What a noted man may say to-night to a small audience, to-morrow will be read by millions all over the land. The substance of whole volumes is published frequently long before its appearance in book form.

Much of the best poetry, romance, biography, criticism, discussion of every subject, and information on every topic, appears in our newspapers and magazines, and scholars and men of science, as well as general readers, must read them or be left behind.

THE fact begins to be realized that *Sixty* days' schooling in a year will not answer for *your* children, unless you propose to *doom* them to ignorance and to be mere "hewers of wood and drawers of water."

Your children deserve something better than this, and the schools run *nine* months in the year, conducted by competent teachers, will prepare and equip them for something better.

A TAX ON INCOMES.

LET us have it. *The World* says: "The only sufficient measure of tax reform is a tax on incomes of $5,000 and upwards, the tax rate increasing with the amount of income, and the law should be accompanied by such severe penalties for false returns and fraudulent concealments as to render it as dangerous as it would be difficult to cheat the taxgatherer.

This would be a real reform and a just measure of relief for those upon whom an undue burden is now imposed."

MUSIC is the handmaid of religion." As religion is not a thing of Sabbaths, or fast days, or any special occasions, but belongs to our whole life and experience, so is it with music.

THE affirmative soul wins.

Drop and stop your negatives!

There is so much good in the world to help us; so much to be done, that we ought constantly to work for, believe and affirm the good things of life. Be a joy and a help to all. Look on the bright side and win.

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Music is to human nature what water is in the physical world—a universal solvent—and that one of its missions in the world is to quiet discontent and to aid in the settlement of the difficult problems arising from the complicated relations of social life."

Who has done more to make this solvent universal than OLIVER DITSON & Co., of Boston.

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The usual treatment of catarrh is very unsatisfactory, as thousands of despairing patients can testify. On this point a trustworthy medical writer says: "Proper local treatment is positively necessary to success, but many, if not most of the remedies in general use by physicians afford but temporary benefit. A cure certainly cannot be expected from snuffs, powders, douches and washes." Ely's Cream Balm is a remedy which combines the important requisites of quick action, specific curative power with perfect safety and pleasantness to the patient.

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BEAUTY of **Face** and **Form** secured to every Lady using our **Toilet Requisites.** Unexcelled in America for removing Skin Blemishes, Flesh Worms, (Black-Heads,) Wrinkles, Pock-Marks, etc. Send 10c. (stamps or silver) for *Particulars, Testimonials, Circulars,* etc., by **Return Mail. Mention article wanted. Chichester Chemical Co., 2813 Madison Square, Philadelphia, Pa.**
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Safe and always Reliable. Beware of worthless Imitations. Indispensable to **LADIES.** Ask your **Druggist** for **"Chichester's English"** and take no other, or inclose 4c. (stamps) to us for particulars *in letter* by **return mail. NAME PAPER. Chichester Chemical Co., 2813 Madison Square, Philada., Pa.**
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BOOKS.

THE Holidays are upon us. Tens of thousands of hearts beat warmer and grow larger with desire to give to friends and those they love some token of good will and affection.

What gift so appropriate, so beneficial, so lasting in its influence, so upbuilding of character and spiritual power, as a good book, beautifully illustrated and elegantly bound? What souvenir so acceptable as this?

The poet Milton said: "a good book is the *precious life-blood of a master-spirit embalmed* and treasured up on purpose to a life beyond life."

If ever love and faith robed themselves in words, and found an interpreter, and "Poems" became "the precious life-blood of a master-spirit embalmed"—we have it in a beautiful volume sent us by S. C. GRIGGS & Co., of Chicago, entitled "Poems of B. F. Taylor"—and we value this all the more because it is a "complete edition."

Taylor is the Burns of America. We took our pencil to mark for quotations. Where should we begin except at the beginning, and where should we end except at the end of these 355 pages, where he says—

"Lives nobly ended make the twilights long,
And keep in tune God's nightingales of song."

ESTES & LAURIAT, Boston, send us Owen Meredeth's Poem — "*The Earl's Return*"—a weird, grand creation, ranking far above "Lucille" in poetic imagery and power, and illustrated by W. L. Taylor, an artist who is himself both a poet and an artist.

Taking poet, artist, printer and binder, we have a volume of vellum-plated cloth, gilt edges, with photo-etching designs, which will be to the fortunate possessor, "a thing of beauty" and "a joy forever."

LEE & SHEPARD, Boston, send us "*Dora*," by Alfred Tennyson, a pathetic ballad, also illustrated by W. L. Taylor, who visited England expressly to make sketches from actual scenes where "farmer Alen" banished his boy because he did not love and would not marry "Dora." But love conquers finally, as it always will. We get, beside the exquisite poem, the illuminated Old Gold cover, and some delightful bits of English landscape.

IN "*The Story of the Nations*," we have "*Carthage*," by Prof. Alfred J. Church, University College, London, and "*The Saracens*," by Gilman.

These stories grow constantly in interest, as historical studies, revealing the *real life* of these ancient peoples. G. P. Putnam's Sons, New York.

ESTES & LAURIAT send us Thomas Hood's greatly admired poem "*Fair Inez*," now for the first time brought out in holiday style, profusely and elegantly illustrated, under the special supervision of George T. Andrew.

The words are familiar — for ten thousand times ten thousand hearts have beat to the sentiment, expressed in the first and last stanzas.

O saw ye not fair Inez?
She's gone into the West
To dazzle when the sun is down,
And *rob the world* of rest.
* * * * *
Alas for pleasure on the sea,
And sorrow on the shore!
The *smile* that blest one lover's heart
Has broken many more!

Of books received that should have notice, we have from ESTES & LAURIAT, "*Zigzag Journeys in the Sunny South*," by H. Butterworth, and "*Three Vasser Girls on the Rhine*," by Lizzie W. Champney.

Mr. Butterworth is an old favorite, and we are glad to read of what he saw in the Carolinas, Georgia, Florida and Cuba. Every page is replete with interesting information.

We wish Mrs. Champney had omitted the "borrowed illustration," which takes up so much space, and had given us more of her *own* and of what the Vassar Girls saw. We are all interested in the "Vasser girls."

"*All Taut; or, Rigging the Boat*," the fifth in the "Boat Builders' Series," by Oliver Optic, is a better book than those which have preceded it. LEE & SHEPARD, Publishers, Boston.

OF CASSELL'S NATIONAL LIBRARY we have No. 41, "*Early Australian Voyages*." No. 42, "*Pope's Earlier Poems*." Sent us by C. H. Evans & Co., St. Louis. A new bookstore here in the city, which we are glad to commend to the attention of book buyers here and elsewhere.

J. B. LIPPINCOTT & Co., of Philadelphia, send us "*First Steps in Scientific Knowledge*, complete in seven parts. 1st, Animals; 2d. Plants; 3d. Stones and Rocks; 4th, Physics; 5th, Chemistry. 6th. Animal Physiology. 7. Vegetable Physiology. By Paul Bert, ex-Minister of Public Instruction of France, revised, corrected and adapted to American Readers and Students, by W. H. Green, M. D., Professor of Chemistry in Philadelphia High School. An exceedingly interesting and valuable work is this for both *home* and school instruction. *Five hundred thousand copies* of this work have been sold in France alone within *three years*.

"*Our Little Ones and the Nursery*," Wm. T. Adams, Editor, makes a beautiful and attractive volume of pictures and stories, prose and verse—a never-ending series of delight and pleasure to all in the household.

"*Young America*," with its pictures and stories, is rather more English than anything else—but they are excellent, instructive and entertaining. It comes as near being the popular *Chatterbox* as can be, only called by some other name. ALDINE PUB. Co., Boston.

LEE & SHEPARD send us "*The Little Master*," by Trowbridge, a book of special interest to teachers and pupils. The sketches of character are true to life and the illustrations fine.

"*The Life of Lincoln*," in the *Century* grows in interest to every American patriot and statesman. The "War Papers," written as the authors would, after twenty-five years of thought and experience, have had the battles fought, are of course interesting, and we hope will be continued notwithstanding the hints given in certain quarters that we have had enough of this.

ELDREDGE & BRO., Phila., send us *Punctuation and the Use of Capital Letters*. By John S. Hart, LL.D. Price, 50 cents.

THE November number of *Education* starts off with an article of rare value by F. N. Thorpe, Ph. D., of the University of Pennsylvania, entitled "In Justice to the Nation. A Plea for the Study of American Institutions in American Schools." Prof. H. B. Adams, Ph. D., of Johns Hopkins University, treats of "History in Amherst College." Miss May Mackintosh, of New York, discusses "Manual Training." The "Query Club," by Miss Frances C. Sparhawk, discusses "Woman Suffrage." The Editorial pages are full, and treat of topics of great interest. $3.00 a year; single numbers 35 cents. Address William A. Mowry, Ph. D., 3 Somerset Street, Boston.

A FIRST READER, by Miss Stickney. Published by Ginn & Co.

Miss Stickney is so well known as a writer of children's books that her name is sufficient guarantee for the worth of this little book. The subjects treated of, and the illustrations, are well adapted to the little folks; and the general get up of the book is remarkably good. The notes and suggestions given in the beginning, for the teacher, are excellent, especially the one about silent reading. The type is large and clear. The FIRST READER is intended to follow the *Primer* by the same author. They are both the kind of books that help to turn the primary school into a child's paradise.

SHORT STUDIES IN ENGLISH. Published by A. S. Barnes & Co.

The design of this splendid book is to aid the children in gaining an easy and correct use of language. Only such technicalities of grammar as are absolutely necessary to give children the knowledge which they need in order to write and speak correctly are introduced. The general method adopted is to produce an interest by means of pictures and get the children to talk and write about them. The illustrations are good, and the covers of the book are so attractive as to cause any child who may see them to wish to possess it. The plan of instruction is in accordance with the most approved modern methods of giving language lessons.

THE *Quiver* for December is one of the brightest numbers we have had in a long time. Stories, Theological Articles, Scripture Lessons, Poetry and Pictures go to make up an attractive number. Cassell & Co., New York. 15 cents a number, $1.50 a year in advance.

THE most noteworthy part of the *Atlantic Monthly* for December is its Supplement, which contains Dr. Holmes's poem at the 250th anniversary of Harvard University, and Mr. Lowell's oration, delivered on the same occasion.

Criticisms, Travels, Strong Political, but Non-partisan articles, and the Contributors Club, make up a showy number.

Miss Murfree concludes her serial, "In the Clouds," and Mr. Bishop brings "The Golden Justice" to a termination.

The number, taken as a whole, is an unusually good one for a time when most publishers keep their best material for the opening of the new year. Houghton, Mifflin & Co., Boston.

LET the teacher rejoice that through his hands may pass the torch of intelligence, inspired by liberty and an ever broadening, ever brightening civilization—that he is a prime factor in this great movement for enlightening all coming generations.

IT is said that the Andover controversy may split the Congregational church. Those who hold to the old belief that the heathen who have died without hearing of the gospel are in hell, go for their dissenting brethren 'Andover 'and.

IS not this essentially true?

It is said that there are two classes of people in the world who do not see things: those who cannot see, and those who will not see. The former are unfortunate, the latter are fools.

HORSFORD'S ACID PHOSPHATE
Makes a cooling drink with water and sugar only. TRY IT.

Day and Night

During an acute attack of Bronchitis, a ceaseless tickling in the throat, and an exhausting, dry, hacking cough, afflict the sufferer. Sleep is banished, and great prostration follows. This disease is also attended with Hoarseness, and sometimes Loss of Voice. It is liable to become chronic, involve the lungs, and terminate fatally. Ayer's Cherry Pectoral affords speedy relief and cure in cases of Bronchitis. It controls the disposition to cough, and induces refreshing sleep.

I have been a practicing physician for twenty-four years, and, for the past twelve, have suffered from annual attacks of Bronchitis. After exhausting all the usual remedies

Without Relief,

I tried Ayer's Cherry Pectoral. It helped me immediately, and effected a speedy cure.—G. Stoveall, M. D., Carrollton, Miss.

Ayer's Cherry Pectoral is decidedly the best remedy, within my knowledge, for chronic Bronchitis, and all lung diseases. —M. A. Rust, M. D., South Paris, Me.

I was attacked, last winter, with a severe Cold, which, from exposure, grew worse and finally settled on my Lungs. By night sweats I was reduced almost to a skeleton. My Cough was incessant, and I frequently spit blood. My physician told me to give up business, or I would not live a month. After taking various remedies without relief, I was finally

Cured By Using

two bottles of Ayer's Cherry Pectoral. I am now in perfect health, and able to resume business, after having been pronounced incurable with Consumption.—S. P. Henderson, Saulsburgh, Penn.

For years I was in a decline. I had weak lungs, and suffered from Bronchitis and Catarrh. Ayer's Cherry Pectoral restored me to health, and I have been for a long time comparatively vigorous. In case of a sudden cold I always resort to the Pectoral, and find speedy relief.—Edward E. Curtis, Rutland, Vt.

Two years ago I suffered from a severe Bronchitis. The physician attending me became fearful that the disease would terminate in Pneumonia. After trying various medicines, without benefit, he finally prescribed Ayer's Cherry Pectoral, which relieved me at once. I continued to take this medicine a short time, and was cured. —Ernest Colton, Logansport, Ind.

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Causes derangement of the entire system, and begets diseases that are hazardous to life. Persons of a costive habit are subject to Headache, Defective Memory, Gloomy Forebodings, Nervousness, Fevers, Drowsiness, Irritable Temper and other symptoms, which unfits the sufferer for business or agreeable associations. Regular habit of body alone can correct these evils, and nothing succeeds so well in achieving this condition as Tutt's Pills. By their use not only is the system renovated, but in consequence of the harmonious changes thus created, there pervades a feeling of satisfaction; the mental faculties perform their functions with vivacity, and there is an exhilaration of mind, freedom of thought, and perfect heart's ease that bespeaks the full enjoyment of health.

SECRET OF BEAUTY

Is health. The secret of health is the power to digest a proper quantity of food. This can never be done when the liver does not act its part. It is the driving wheel in the mechanism of man, and when it is out of order, the whole system becomes deranged, and Fever, Dyspepsia, Sick Headache, Constipation, Jaundice, Bilious Colic and General Debility ensue. To restore the functions of the Liver and impart that beauty which always attends a healthy constitution, Dr. Tutt's Liver Pills are recommended. They are not a cure-all, but are designed solely for the disordered Liver and the diseases which it produces.

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SOLD BY ALL DRUGGISTS, 25c.

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WHAT I HEARD FROM THE STUMP.

BY L. R. KLEMM, HAMILTON, OHIO.

A FEW days ago, I heard a man speak from the stump; and it seemed to me, he spoke in pica type, not in minion. Said he: "We are living off the honesty of Washington, Jefferson and Franklin, and I tell you, that stock of honesty is well nigh used up. It is about time for us to develop some of our own. Wherever I turn—to politics, to commerce, to industry, to the financial world, to law, to medicine, to education, to the ministry—everywhere I find dishonesty, cheating, ballot-box stuffing, quackery in medicine, charlatanery in every field of human exertion, corruption on the bench, show and varnish in education.

Boys, look back into history! When the proverbial simplicity, honesty, uprightness and patriotism of Cincinnatus; Fabricius, Fabius and other Roman leaders vanished, then the star of the Roman empire began to decline. History repeats itself, only don't forget, that we are living in a time in which, events, things and persons come and go much faster, than at the time of the Roman republic. Mark my words, boys, and replenish our stock of honesty, civil virtue, and patriotism. Poor little George's virtues won't hold out much longer."

THE very presence of the real teacher, broadly cultured and alive to his duties and responsibilities, presupposes a well ordered society—agriculture, trade, libraries, institutions. If these do not exist, they will at once *begin* to exist through his endeavor and teaching.

Therefore the real teacher begins to strengthen and comfort men, who feel these things first in him and by virtue of him.

THE English speaking race is at the head of the world that now is; and the foremost teachers of the English speaking race are the most living creators of the life that is to be.

THE skilled workman is lord of all things on earth. And the highest skilled work is the work which creates the newer life of the coming time, by moulding the instruments and training the living powers that work the work which makes the life of time. And the foremost teachers of the foremost nations are the chief creators of the life that is to be.

Life that does not better itself is not life.

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to J. B. MERWIN, Managing Editor, 11 North 7th St., St. Louis, Mo., and he will send you these

Forty-Five Books

by mail, postage prepaid; also a copy of the AMERICAN JOURNAL OF EDUCATION one ear. Is not this a liberal offer?

WHAT other *printed* pages could our teachers circulate which will be so profitable to them as those found in this JOURNAL?

INTELLIGENCE pays always and everywhere. Ignorance costs all the time.

THE fountains of invention and beauty and truth are everywhere. Let us, as teachers, lead our pupils up to these and drink of their virtues and be strong.

LET us not ask for long life, but deep life—for grand moments—for great deeds which signify power and ability. In other words, let our life be a spiritual force, and not merely mechanical.

IVISON, BLAKEMAN, TAYLOR & Co., Publishers, say a few strong, sensible words on page 7, in regard to the "American Educational Series," which should receive careful attention from all our readers.

THE secret of genius as well as of teaching, is to realize all we know.

Inasmuch as the teachers circulate "the printed page" largely now, and inasmuch as the people read extensively, those Senators and Members of the House of Representatives who oppose "Federal Aid to Education" and so *legislate* to keep the illiterates in the darkness and bondage of ignorance, will find themselves, as Shakespeare says:

"By their small light of discretion
Sadly in the wane."

ONE can be conquered and yet remain great, if inspired by a great purpose. There may be a victory which is another name for dishonor.

WE have here—as teachers, as leaders—to do our duty; to guide, to instruct, to inspire to great deeds; to build great characters for a great people.

IT is a great thing achieved when all the force of individuals and society can be expended in enlarging individual freedom, and none of it wasted in repression. A great thing for our schools is to train in this direction all the pupils.

Our 1887 New STAMPING OUTFIT!

This Outfit is the **largest, best** and **cheapest** ever offered. It contains more new and original designs than any other, and it is to be obtained only of us. All our patterns are thoroughly made, the outlines are clear and distinct, and it is no trouble at all to use it.

YOU CAN MAKE MONEY SAVE

By doing your own Stamping.—By doing it for your friends.

Our New 1887 Outfit for Stamping is guaranteed to give satisfaction, and contains all the following designs:—

1 Chicken
1 Half Wreath
1 Wild Rose, 3x3
1 Horse's Head, 4x5
1 Tinsel Design, 7 in.
1 bunch of Fuschias.
1 bunch of Strawberries
1 Bouquet Daisies and Forget-me-nots for Tidy
1 Eastlake Design in Violets, 6 in.
1 Branch of Roses and Buds, 12 in.
1 Pond Lily's Buds and Leaves, 5x8
1 Bouquet of Full-blown Pansies, 10 in. high
1 Crying Baby for Tidy, in Outline, 10 in.
1 Alphabet, 1½ in. high, with Sprig of Ferns
1 vine of Forget-me-nots and Daisies
1 single Daisy and Forget-me-not, 2x2 in.
1 bouet of Daisies and Forget-me-nots, 2x6 inches
1 sprig of Batchelor's Button, 3½ in. high
1 Scallop with sprigs of Lily of the Valley
1 vine of Daisies and Ferns, 5½ inches wide
1 outline design, Boy and Girl Skating, 7 inches high
2 Beautiful Scallop designs with Vine, 2¼ inches wide
Elegant Snow flake designs for Crazy Patchwork
1 superb vine of Point Russe Stitches, 1¾ inches wide
Complete Design of Crying Child for Tidy, in outline
1 strip of Scallops for Skirts, Infant's Blanket, &c.
1 growing design of Violets, for Lambrequins, &c., 6 in. high.
1 sprig Daisies and Buds.
1 sprig of Daisies, 4 in. high
1 sprig of Barberries, 3 in. high
1 single Rose and Bud, 2x2 in.
1 vine with Scallop, 2½ in. wide
1 design, Two Owls on branch
1 sprig of Golden Rod, 4 in. high
1 bunch of Roses and Buds, 3x3 in.
1 cluster of Strawberries, 2½x3 in.
1 sprig of Forget-me-nots, 1½x2 in.
1 Peacock Feather
1 Braiding Pattern, wide
1 boquet Daisies and buds
1 spray Lilies of the Valley, 3½ in.
1 spray of Autumn Leaves
1 vine of Leaves, 1¼ in. wide
2 sprigs Batchelor's Button
1 plain scallop for Flannel Skirts
1 Boy holding Sunflower, 7 in.
1 Boy and Girl for Tidy, 7x8 in.
1 new vine of Roses, 2 inches wide
2 Braiding Patterns, narrow design
1 little Butterfly with closed wings
1 new scallop with Forget-me-nots
1 vine of Roses and Buds, 5 inches
1 Butterfly on spray of Rosebuds
1 Butterfly with wide open wings
1 bunch of Forget-me-nots, 4½ in.
5 or 10 Crazy Patchwork Designs
1 Cat
1 Fish
1 Daisy
2 Stars
1 Pansy
1 Arrow
3 Sparrows
1 Buttercup
1 Tulip, 5 in.
1 little Bird
1 Sprig Pink
1 Golden Rod
1 sprig Violets
1 Girl for Tidy
1 Sprig Wheat
1 large Anchor
1 small Anchor
1 bunch Violets
1 Staff of Music
1 Bird, 4x5 inches
1 Owl on branch
1 flying Swallow
1 little Butterfly
2 Vines of Daisies
2 Owls on a branch
1 Flying Bird, 5 in.
1 Kitten, 3½ in. high
1 Full-blown Daisies
1 little Girl, 5 in. high
1 large bunch Daisies
1 Batchelor's Button
1 large bunch Pansies
1 Wild Rose and Buds
1 Vine of Flowers, 8 in.
1 Bird on Branch, 4 in.
1 Half Moon with Face
1 branch of Roses, 9 in.
1 large spray of Wheat
8 Sprigs Forget-me-not
1 Wide Braiding Pattern for Tinsel
1 large Butterfly
1 Spray of Leaves
1 Spray of Daisies
1 Full-blown Rose
2 small Butterflies
1 Star and Anchor
1 Hen and Chickens
1 Spray Jessamine
1 Sprig Buttercups
1 Hand holding Hat
1 Pretty Girl's Face
5 Snow flake designs
1 Odd Fellow design
One Stem of Strawberries
1 design of Child's Face
1 Sprig of Daisies, 4x6 in.
1 Bunch Forget-me-nots
1 Vine of Roses, 2 in. wide
1 vine of Roses, 2½ in. wide
1 single Buttercup, 2x2 in.
1 spray of Asters, 3x3½ in.
1 bunch of Pansies, 4x3 in.
1 braiding Vine, 2 in. wide
1 braiding Vine, 1¾ in. wide
1 sprig of Scallax, 5 in. high
1 braiding Vine, 3 in. wide
1 Girl with Hoop, for Tidy

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